Faculty Success as a Factor in Student Success: 
What We Found When We Looked Beyond Just Passing Grades. 
Strengthening Student Success Conference - October 2019
Introductions

• Kristin Skager, English Faculty
• Mehrdad Kosravi, Math Department Chair
• Thomas Ray, Dean of Language Arts
• Jerry Rosenberg, Dean of Physical Sciences, Mathematics and Engineering
• Mallory Newell, Director of Institutional Research and Planning
Where we have been...
Enrollments by Course

MATH > MATHD010.

 Limits:

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrollments</th>
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</thead>
<tbody>
<tr>
<td>2014-15</td>
<td>3,817</td>
</tr>
<tr>
<td>2015-16</td>
<td>3,476</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,534</td>
</tr>
<tr>
<td>2017-18</td>
<td>3,430</td>
</tr>
<tr>
<td>2018-19</td>
<td>4,675</td>
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</table>
Success Rate by Unit

MATH > MATHD010, MATH > MATHD010H

Limits:

Success rates by class and student

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</thead>
<tbody>
<tr>
<td>Measures</td>
<td>67%</td>
<td>69%</td>
<td>67%</td>
<td>71%</td>
<td>66%</td>
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</table>
Enrollments by Course

EWRT > EWRTD001A

Limits:

Enrollments

<table>
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</thead>
<tbody>
<tr>
<td>Measures</td>
<td>4.709</td>
<td>4.468</td>
<td>4.375</td>
<td>4.067</td>
<td>4.913</td>
</tr>
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</table>
Success Rate by Unit

Limits:

- Success rates by class and student

<table>
<thead>
<tr>
<th>Year</th>
<th>Measure</th>
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<tbody>
<tr>
<td>2014-15</td>
<td>79%</td>
</tr>
<tr>
<td>2015-16</td>
<td>81%</td>
</tr>
<tr>
<td>2016-17</td>
<td>77%</td>
</tr>
<tr>
<td>2017-18</td>
<td>79%</td>
</tr>
<tr>
<td>2018-19</td>
<td>77%</td>
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</table>
Distribution of Transfer Level and Below Transfer Level Courses Between 2017-18 and 2018-19

**EWRT & Reading - 2017-18**
- EWRT: Transfer Level - 63%
- EWRT: Below Transfer Level - 18%
- READ: Below Transfer Level - 19%
- READ: Transfer Level - 1%

**EWRT and Reading - 2018-19**
- EWRT: Transfer Level - 79%
- EWRT: Below Transfer Level - 11%
- READ: Below Transfer Level - 10%
- READ: Transfer Level - 1%
Where we are going: Our Early Results of AB 705 Implementation
Math

• Statistics (MATH 10): Open to all students no corequisite courses

EWRT

• EWRT 1A (ENGL 1A): Eligible if high school GPA is at least 2.6
• A few co-requisite and stretch courses piloted

All students automatically given a placement if they have high school transcript data available and meet these criteria.
Percent Passing and Non Passing Grades: MATH10

Excludes summer terms. Success is A, B, C grades. Non success are D and F grades, Withdraw are W grades.
Percent Passing and Non Passing Grades: EWRT1A

Excludes EWRT1A sections linked to LART250. Excludes summer terms. Success is A, B, C grades; Non success are D and F grades, Withdraw are W grades.
Access and Enrollment – Count of Students by Year

Excludes summer terms. EWRT1A includes courses linked to LART20 sections. Includes all MATH10 sections.
Number of Successful Completions by Year

Excludes summer terms. EWRT1A includes courses linked to LART250 sections. Includes all MATH10 sections. Success are A, B and C grades.

<table>
<thead>
<tr>
<th>Year</th>
<th>EWRT1A Success</th>
<th>MATH10 Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>3,281</td>
<td>2,141</td>
</tr>
<tr>
<td>2016-17</td>
<td>3,082</td>
<td>2,139</td>
</tr>
<tr>
<td>2017-18</td>
<td>2,881</td>
<td>2,158</td>
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<tr>
<td>2018-19</td>
<td>3,482</td>
<td>2,825</td>
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+601 additional successful completions in EWRT1A
+667 additional successful completions in MATH10
Excludes summer terms. EWRT1A includes courses linked to LART250 sections. Includes all sections of MATH10. Native American, Pacific Islander, Filipinx, and Unknown not plotted.
Of students who passed MATH10 in fall 2018, what was their enrollment in other courses throughout the year compared to the prior year?
Of students who passed EWRT1A in fall 2018, what was their enrollment in other courses throughout the year compared to the prior year?
But what else did we find?
Excludes summer terms. Success includes: A, B, C and P grades.
Percent Successful Completions by Face to Face Sections - MATH10

Excludes summer terms. Success includes: A, B, C and P grades.
Excludes EWRT1A sections linked to LART250. Excludes summer terms. Includes data between 2016-17 and 2018-19 due to small number of online sections offered each year.
Excludes summer terms. Drops are counted from start of registration to census.

Percent of Student Drops by Section – Start of Registration to Census: MATH10 – 2018-19

Excludes summer terms. Drops are counted from start of registration to census.
Excludes summer terms. Drops are counted from start of registration to census.
Excludes EWRT1A sections linked to LART250. Excludes summer terms. Success includes, A, B, C, and P grades.
Percent Successful Completions by Face to Face Sections - EWRT1A

Excludes EWRT1A sections linked to LART250. Excludes summer terms.
Percent Successful Completions by Online Sections - EWRT1A

Excludes EWRT1A sections linked to LART250. Excludes summer terms.
Percent of Student Drops by Section – Start of Registration to Census: EWRT1A

Excludes EWRT1A sections linked to LART250. Summer terms. Drops are counted from start of registration to census.
Excludes EWRT1A sections linked to LART250. Summer terms. Drops are counted from start of registration to census.
AB 705 Research and Analysis Ideas for Collaboration between Researchers and Faculty

Instructor Effects

Ensure faculty anonymity in the results by aggregating terms until 10 or more sections are available for analysis

- Success rates by section
- Distribution of letter grades by section
- Equity gaps by section
- Type of innovation or strategies used in the classroom (i.e., flipped class, just-in-time remediation, lab or lecture, etc.)
- Student success in next course in the sequence or other General Education (GE) courses
Do you think this would look the same at your campus?
This is what we are doing to address faculty success...
What is your college doing to address instructor variables?
Thank you!